EDA 6192—Educational Leadership: The Individual
SPRING, 2017 Syllabus

Web-Based

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Office Hours: appointments arranged through e-mail
COURSE INFORMATION

Overview

Examination of the changing role of the instructional leader as it relates to supervision of the instructional program, impact on school improvement, and differentiated instruction. This course consists of 14 weekly on-line modules. There will be specific attention focused on FELE Standard: Leadership for Student Learning. Pay attention to due dates and refer to the weekly schedule for activities. Major topics include:

- Demonstrating an understanding of the role of instructional leadership in PreK-12 schools.
- Exploring current theories of teaching and learning.
- Leading and Managing a differentiated school environment and creating action plans to enhance school performance.
- Providing instructional leadership while considering the needs of students, teachers, parents, and district initiatives.
- Identifying characteristics of highly effective schools and the behaviors evident in leaders of such schools.

As a totally online course, federal law requires the publishing of the following link to UF’s student complaints page. The link is http://www.distance.ufl.edu/student-complaints.

Texts and Other Course Resources and Materials

REQUIRED TEXTBOOKS:


One of the following, assigned by instructor:


**Course Objectives**

- Examine the responsibilities of the instructional leader.
- Assess current theories on leadership.
- Describe how school-based plans for instructional improvement impact classroom and student performance.
- Analyze the role of the instructional leader as a change agent in the school environment.
- Describe student differences and how they impact instructional decisions.
- Evaluate the role that gender plays in the school environment.
- Support the role of critical thinking and problem solving in the instructional program.
- Judge the role of standardized testing as a method to measure student performance.
- Assess the role that poverty plays in student performance and expectations.
- Argue the issue of flexible grouping and how this relates to enrichment and remediation.
- Justify how motivation is a key component to any school improvement process.
- Defend how highly effective teaching is about relationships.
- Examine the effects of grading and its impact on learning.
- Evaluate the role of school climate on instruction and learning.

**Course Expectations**

Students are required to participate in all on-line activities, actively participate in all discussion forums, and complete reading and written assignments.

- Confidentiality—the purpose of class discussion, through on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.
- Communication—the course will require weekly posts as well as additional assignment as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. **Each post must take the discussion further.**
- Readings—students are expected to read the assigned material prior to posting on discussion forums. Additional outside readings are expected
throughout the course to help fully understand concepts and to provide scholarly support for ideas.

- **Class Participation**—20% of the course grade will be based on contributions during on-line forums. Attention should be paid to quality responses that move discussions to a higher level. This may include using additional resources to highlight your point. Be certain to cite sources when referencing published work. We are all expected to value everyone’s opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. **It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Tuesday evenings. Grading for class participation will occur 2X during the semester.**

### Evaluation and Assessment

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>% OF FINAL GRADE</th>
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<tbody>
<tr>
<td>Weekly Forum Posts and Responses/Participation</td>
<td>20%</td>
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<tr>
<td>ASSIGNMENT #1 School Principal Interview and Reflection</td>
<td>20%</td>
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<tr>
<td>(Due Week 3-4)</td>
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<tr>
<td>ASSIGNMENT #2 School Grading PPT and Reflection</td>
<td>20%</td>
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<td>(Due Week 7-8)</td>
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<tr>
<td>ASSIGNMENT #3 SAC meeting reflection</td>
<td>20%</td>
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<tr>
<td>(Due Week 9-10)</td>
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<tr>
<td>ASSIGNMENT #4 Book Action Plan PPT (10 pages) (Due Week 11-12)</td>
<td>20 %</td>
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The following guidelines will be used to evaluate class participation:

**Outstanding Contributor (5):** Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.

**Good Contributor (4):** Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.

**Adequate Contributor (3):** Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
Non-participant (2): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

Unsatisfactory Contributor (1): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.

Please be sure that:
- Your writing is clear and grammatically correct.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- **Assignments are submitted on time.**
- Properly cite sources using APA style.
- Personal reflection and application are evident.

### COURSE GRADING SCALE & EQUIVALENT POINTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A +</td>
<td>100-98</td>
<td>5.0</td>
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<tr>
<td>A</td>
<td>97-93</td>
<td>4.8</td>
</tr>
<tr>
<td>A -</td>
<td>92-90</td>
<td>4.6</td>
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<tr>
<td>B +</td>
<td>89-87</td>
<td>4.4</td>
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<tr>
<td>B</td>
<td>86-83</td>
<td>4.2</td>
</tr>
<tr>
<td>B -</td>
<td>82-80</td>
<td>4.0</td>
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<tr>
<td>C +</td>
<td>79-77</td>
<td>3.9</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>3.8</td>
</tr>
<tr>
<td>C -</td>
<td>72-70</td>
<td>3.6</td>
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Per UF guidelines, a grade of C- is not considered passing.

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>D</td>
<td>69-65</td>
<td>3.4</td>
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<tr>
<td>E</td>
<td>64-60</td>
<td>3.2</td>
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The final course grade will be determined on the basis of letter grades earned on class assignments. These grades will be multiplied by the weight indicated for each assignment. Grades are earned on the basis of scholarly writing and professor judgment based on comparisons to written products of other students in the class. Students are reminded that a letter grade of “A” is only given to students who do exceptional work and demonstrate a high level of scholarship.

Late papers will be marked down one letter grade for each day they are late, unless an extension was provided by the instructor due to an extenuating circumstance. Since the class is on-line, and students can work from anywhere, it will be the rare case that an extension will be granted. Students may be asked for documentation if an extension is requested. The key is to plan ahead and complete work prior to the due date!
When issuing grades, the instructor will consider whether 1) the work is concise and accurate, 2) there is evidence of personal reflection and application to a current or future administrative position, 3) grammar, spelling, style and syntax are correct, 4) all resources are properly cited and 5) APA format is accurate.

Further information on UF grading policies can be found at the web site: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Assignments

Assignments and forum discussions are due on the date indicated. Late assignments will be accepted with a reduction in grade and after consultation with the instructor. Late posted forum discussions and/or replies will result in a lowered grade.

Attendance

This course is conducted through asynchronous web-based instruction. There are no requirements to be “on-line” at certain times. It is the student’s responsibility to regularly monitor the course web-site for instructions, assignments and updates. Students are expected to be online multiple times in a week.

Incompletes

Incompletes will not be given in this course except for extreme cases and only after individual consultation with the instructor.

APA Citation

Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is
- Double spacing using 12 point font
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the following:

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted. [http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf)

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

Resources

Resolution of Technical Issues for Online Courses

To resolve technical issues with course modules, access to modules or access to the Canvas platform, contact the COE HelpDesk at [www.help@coe.ufl.edu](http://www.help@coe.ufl.edu).

Writing Resources

University of Florida’s Online Writing lab [http://web.cwoc.ufl.edu/owl/index.html](http://web.cwoc.ufl.edu/owl/index.html)

Reading and Writing Center [http://at.ufl.edu/rwcenter/](http://at.ufl.edu/rwcenter/)

Academic Resources

Websites:

American Psychological Association (APA) [http://apastyle.org/](http://apastyle.org/)

*it is recommended that students purchase the APA Publication Manual, Sixth Edition as it will be needed throughout your graduate coursework!

https://www.floridaschoolleaders.org/fpls.aspx

Marzano’s Research Laboratory
http://www.marzanoresearch.com/

Florida Department of Education School Accountability Reports
http://schoolgrades.fldoe.org/

Florida Department of Education
http://fcat.fldoe.org/mediapacket/2013/default.asp

The Ed Fly
http://theedfly.com/

Kotter International: The 8 Step Process for Leading Change
http://www.kotterinternational.com/our-principles/changesteps

Writing Resources

University of Florida’s Online Writing lab http://web.fwoc.ufl.edu/owl/index.html

Reading and Writing Center http://at.ufl.edu/rwcenter/

Instructor Contact

The course instructor is normally available via e-mail (castelbr@ufl.edu) at anytime. Other times for telephone contact are available by working out a scheduled time with the instructor.

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.
Note: The full version of the Honor Code and Academic Honesty Guidelines can be found at the website http://www.dso.ufl.edu/judicial/procedures/academicguide.php or at the Dean of Students Office, Room 203 Old Main.

ADA and Students With Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Timeline and Schedule

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>MODULE #</th>
<th>DATES</th>
<th>SESSION TOPICS—REQUIRED READINGS</th>
<th>FORUM</th>
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<tbody>
<tr>
<td>Week #1-2</td>
<td>Module #1</td>
<td>January 4-17</td>
<td>Topics: School Leader, Responsibilities/Change Syllabus, Who is in the Class?</td>
<td>Forum Questions Post Curriculum Vitae</td>
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<td>Readings: Marzano, Waters, &amp; McNulty Chapters 1-5</td>
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<td>Robert Greenleaf—Servant Leadership <a href="https://www.greenleaf.org/what-is-servant-leadership/">https://www.greenleaf.org/what-is-servant-leadership/</a></td>
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<td>Richard Elmore—School Reform <a href="http://www.c-spanvideo.org/clip/4088865">http://www.c-spanvideo.org/clip/4088865</a></td>
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<td>Scholarly Journal Articles in Education</td>
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<td>Assign Additional Book to Read</td>
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<tr>
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<td></td>
<td>Readings: Marzano, Wather, &amp; McNulty Chapters 6-7, Hoys Chapters 1-2</td>
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<td>Jonathan Kozol, Still Separate, Still Unequal: America’s Educational Apartheid</td>
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</table>
| Week #5-6 Module #3 | Topic: Student Learning, Motivation, Successful Teaching  
Readings: Hoys Chapters 3-6  
Common Core PPT  
[http://www.collierschools.com/candi/docs/5-6-13_CommonCorePP.pdf](http://www.collierschools.com/candi/docs/5-6-13_CommonCorePP.pdf) | Forum Questions |
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<tr>
<td>January 31-February 14</td>
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| Week #7-8 Module #4 | Topic: Classroom Management/Assessment  
Readings: Hoys Chapter 7-9, Florida Department of Education Accountability Websites, Kotter International Website  
School Grading Power Point and 2 page Reflection paper  
(Instructional Leadership #2 and Learning, Accountability and Assessment #3)  
Selected Book (one assigned per student):  
*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, City, Elmore, Fiarman, & Teitel (2009);  
*Leading and Managing A Differentiated Classroom*, Tomlinson & Imbeau (2010);  
*Why Culture Counts: Teaching Children of Poverty*, Tileston & Darling (2008)  
Student located Climate Survey and Reflection  
(Instructional Leadership #3) FORUM | ASSIGNMENT #2  
School Grading Power Point  
Student Created PPT and 2 page paper  
(Instructional Leadership #2 and Learning, Accountability and Assessment #3) |
<table>
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<tr>
<th>Instructions Provided for ACTION PLAN PPT (Instructional Leadership #1)</th>
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</thead>
</table>
| **Week #9-10**  
**Module #5**  
February 28-March 21  
(Spring Break March 4-11) |
| **Topic:** Continue Reading Selected Book  
Attend SAC Meeting by this week and write a 2 page reflection (Community and Stakeholder Partnerships #2). (FORUM)  
**Topic:** Continue Reading Selected Book |
| **Week #11-12**  
**Module #6**  
March 21-April 4 |
| **Topic:** Review of Action Plans  
*Leading and Managing A Differentiated Classroom*, Tomlinson & Imbeau (2010)  
*Why Culture Counts: Teaching Children of Poverty*, Tileston & Darling (2008)  
*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, City, Elmore, Fiarman, & Teitel (2009)  
**ASSIGNMENT #4**  
Students will post PPT presentation for class, *(Instructional Leadership #1)*  
Forum Discussions (3) |
| **Week #13-14**  
**Module #7**  
April 4-18 |
| **Topic:** Review of Action Plans  
*Leading and Managing A Differentiated Classroom*, Tomlinson & Imbeau (2010)  
*Why Culture Counts: Teaching Children of Poverty*, Tileston & Darling (2008)  
*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, City, Elmore, Fiarman, & Teitel (2009)  
**Students will post PPT presentation for class, (Instructional Leadership #1)**  
Forum Discussions (3) |
Syllabus Disclaimer

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.